Districts Slow To Comply With Rule on Inspections for Asbestos

Continued from Page 1

on asbestos was banned. Inhalation of fibers of friable, or crumbling, asbestos has been linked with a variety of lung disorders, including cancer.

In 1979, in response to the threat that exposure posed for schoolchildren and staff members, the E.P.A. began a technical-assistance program designed to help schools determine whether they had an asbestos problem.

In 1980, Congress passed the Asbestos School Hazard Detection and Control Act, which required that states establish reporting, record-keeping, and information programs. The law also included a measure to provide financial assistance for controlling asbestos. That provision, however, has never been funded.

The most recent regulatory effort to address the asbestos problem was promulgated by the E.P.A. under the Toxic Substances Control Act in May 1982. The inspections required under that regulation must be completed by June 28 of this year. Parents and staff members must be notified if asbestos is found.

None of the measures requires that asbestos be removed from school buildings.

Edward A. Klein, director of E.P.A.'s chemical-control division in the office of toxic substances, said that the agency's figures to date—which he stressed are very preliminary—show that 30 percent of U. S. schools have not yet complied with the inspection requirement.

Of the approximately 54,000 schools that have complied, 6,000 have found friable asbestos. Of those, about 3,100 have taken corrective action, Mr. Klein said. He noted that agency officials expect about 10 percent of all public and private schools to report some friable asbestos.

But Dwight Brown, one of 10 regional asbestos coordinators for E.P.A., told the committee members that in the region for which his office is responsible, which includes eight southern states, only about 10 percent of the 12,000 schools have been inspected. Mr. Brown also took issue with Mr. Klein's estimate of the percentage of schools that have asbestos, placing it instead at anywhere from 10 to 30 percent.

Fearful of Consequences

Mr. Brown and other witnesses said that in their experience, many school officials are reluctant to conduct the inspections because they are fearful of the consequences of finding asbestos. Many do not have the funds needed to remove or contain the substance, the witnesses said.

Of those that have found friable asbestos, Mr. Brown said, many have not yet informed parents and staff members, as they are required to do under the E.P.A. regulation. He described school officials as "intimidated" by that requirement and said that many would not comply unless forced to do so.

"There's a motivation problem," Mr. Brown said. "There's a belief problem."

The experience of one Tennessee parent, Willa Newport, was typical of what can happen when school officials are confronted with the asbestos problem, Mr. Brown and other witnesses said.

Ms. Newport, who testified at the hearing, paid out of her own pocket for the testing of suspicious materials found in her son's school. In response to heavy parental pressure, the school board voted to close the school. Ms. Newport and other parents urged the superintendent to contact Mr. Brown of the E.P.A. office for technical assistance in controlling the asbestos. He did not do so, Ms. Newport said, until two and a half months after the problem was identified.

"The school board and superintendent did not seem to understand how important it was to get experienced, qualified advice," Ms. Newport said.

Neil G. McBride, director of Rural Legal Services of Tennessee, worked with Ms. Newport and other parents in their effort to force school officials to address the asbestos problem. "Despite this unusual degree of parental involvement, and despite tremendous local and even national media attention, students, parents, and teachers still have little assurance that their schools will be adequately tested and that their buildings will be safe next year," Mr. McBride told the subcommittee.

The lawyer cited two central weaknesses in the government's approach to the problem. "The current regulatory plan drastically underestimates the difficulty of bringing local school systems to an understanding of the medical, technical, and legal aspects of this problem," he said. "It does not recognize that many of the systems which have the worst problem will also have the most difficulty in understanding and managing the issue."

The second weakness, Mr. McBride said, is the absence of financial assistance for asbestos removal. Recently, he noted, some officials have argued that school districts can recoup the costs of removal through litigation against the companies involved.

"The legal obstacles to recovery are enormous," he said, "but many school systems will not even get to that point because they will not be able to put themselves in a position to litigate effectively." The poorest systems, which have few resources for removing asbestos, are also unlikely to be able to pay for legal costs, he said.

The problem of cost is just as acute for private schools, according to Rabbi Menachem Lubinsky, director of government and public affairs for Agudath Israel of America, which represents 500 Jewish day schools.

Great Reluctance To Comply

"There is still a great reluctance on the part of many nonpublic-school principals and administrators to comply with the E.P.A. rule by inspecting for friable asbestos-containing materials," Rabbi Lubinsky said, "because of the expense of inspection or the fear and misunderstanding generated by the possible presence of potentially hazardous material, the health effects of which may not be readily apparent.

"More significantly, however, is the fear that friable asbestos will be found and the knowledge that there is no money, public or private, for abating the hazard," the rabbi said.

Representative Carl Perkins, Democrat of Kentucky and chairman of the subcommittee, said he would continue to seek funding under the 1980 law. He and other members also called for E.P.A. guidelines to help school systems determine the degree of hazard present and the abatement procedure best suited to alleviate it. A recent report from the General Accounting Office criticized the agency for failing to provide such standards, and E.P.A. officials indicated in their response to the report that they would try to develop them.

But Mr. Klein of the toxic-substances office said that agency officials had abandoned that plan and had determined that the only way to accurately determine the degree of hazard is to inspect the building.

Subcommittee members also expressed concern that, in the absence of consistent standards for inspection, "compliance" with the regulation would be essentially meaningless. "I understand that you have compliance," said Representative George Miller, Democrat of California, to Mr. Klein. "The question is, what are they complying with?"

Chicago Schools Seek Hike in State, City Taxes

Continued from Page 6

could generate enough money to bring the Chicago school deficit down to $100 million.

In an attempt to win legislative converts, Governor Thompson has agreed to make the income-tax hikes a four-year surcharge. But he still has not lined up the necessary votes and probably will not until the closing hours of the legislative session, which ends on June 30.

Dismissing a local tax referendum as a no-win proposition, Chicago school officials also have asked the legislature to restore 50 cents it took away from the maximum property-tax rate for the schools' education fund when the Finance Authority was created. Legislators reduced the ceiling on the board's education-fund tax rate to offset new taxes needed to pay off the Finance Authority's bonds.

Restoration of the 50 cents would generate about $95 million for the 1983-84 school year.

The city's new Mayor, Harold Washington, who inherited hefty deficits in various city agencies, has vacillated on the issue. But some of his closest advisers, including a school-board member who also is a vice president of one of the city's largest banks, support the increase.

Mayoral Support Crucial

Mayor Washington's support is crucial for passage, but it remains to be seen whether the new mayor can round up enough Chicago votes for the unpopular measure. Suburban and downstate legislators probably would go along with the increase if Chicagoans back it.

The school board has not resolved its money problems because it has built new costs into its budget without winning a permanent source of revenue to pay for them, officials concede.

It has repeatedly sought a property-tax increase, with the backing of the Finance Authority, but was thwarted by former Mayor Jane Byrne.

After making substantial budget cuts in the wake of a financial crisis in 1979, the board balanced its last two budgets with one-time revenues, including a speed-up in the collection of outstanding property taxes and a city transfer of federal Community Development Block Grants money. The federal government recently ruled that the transfer, arranged by Ms. Byrne, was improper, leaving to Mayor Washington the task of finding replacement money or having next year's grant cut.

When the school board submitted its 1982-83 budget last September, it forecast a deficit of $91.5 million for 1983-84. The deficit doubled largely because of revenue shortfalls tied to the state's sagging economy.

The new elements in the deficit situation include:

- A $7.8-million loss in state aid last January.
- The need to replace $7.3 million taken from the board's $20-million cash cushion to pay for programs that would have been slashed by the January cut.
- A $15.7-million deduction in revenue from the special corporate income tax that replaced the outlawed corporate personal property tax.
- A projected additional loss of $51.9 million in state aid under Governor Thompson's budget, assuming no tax increase.
- Scrapping a $14.3 million state-aid increase school officials had counted on in rosier economic times.
- An extra $10 million for desegregation programs, raising the total to $67 million.

Potential Cuts Listed

In its three-year financial plan, the school board listed potential cuts in its $1.3-billion budget if no new revenue is won. They include:

- Increasing by five pupils the contractual limit on class size, which ranges from 25 to 32, for a savings of $42.8 million.
- Cutting salaries across the board by 5 percent, saving $37.5 million.
- Dropping the practice adopted two years ago of paying the employees' share of pension contributions, which is 7 percent of their salaries, for a savings of $52 million.
- Requiring employees to pay half of their medical- and dental-insurance premiums, saving $30 million.
- Reducing the school year by four days, saving $15.2 million.
- Eliminating longevity pay raises, saving $9.3 million.

DATABANK

State Provisions for Metric Education

State	State Policy: Has Policy	State Policy: Has No Policy	Public Education: State Mandate	Public Education: Grant Monies	Public Education: Workshops/ Training	Public Education: Teaching Of Metric
Alabama		X	X	X	X	X
Alaska						
Arizona		X	X	X	X	X
Arkansas	X			X	X	X
California	X		X	X	X	X
Colorado		X		X	X	X
Connecticut	X		X		X	X
Delaware		X	X	X	X	X
Florida	X		X	X	X	X
Georgia		X				
Hawaii	X		X	X	X	X
Idaho						
Illinois						
Indiana		X				
Iowa	X			X	X	X
Kansas		X		X	X	X
Kentucky		X				
Louisiana	X		X	X	X	X
Maine		X	X	X	X	X
Maryland	X		X	X		X
Massachusetts		X		X	X	X
Michigan	X		X	X	X	X
Minnesota	X		X	X	X	X
Mississippi		X	X	X	X	X
Missouri	X			X	X	X
Montana	X		X	X	X	X
Nebraska		X	X	X	X	X
Nevada	X				X	X
New Hampshire						
New Jersey					X	X
New Mexico		X	X		X	X
New York	X			X	X	X
North Carolina		X	X		X	X
North Dakota	X			X	X	X
Ohio		X	X	X	X	X
Oklahoma						
Oregon		X	X	X	X	X
Pennsylvania		X		X		
Rhode Island		X	X		X	X
South Carolina	X		X	X	X	
South Dakota		X		X	X	X
Tennessee		X		X	X	X
Texas	X		X	X	X	X
Utah						
Vermont	X		X	X	X	X
Virginia		X	X	X	X	X
Washington		X		X	X	X
West Virginia		X	X	X	X	X
Wisconsin						
Wyoming						

Source: U.S. Metric Board Summary Report

Shelf 3 R1800-2 H

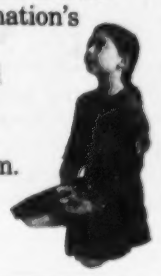
JUDGES in Seattle, Los Angeles, and Tampa have ruled in important cases involving state support for public schools and the validity of requiring that students pass competency tests to graduate.

Stories on Pages 1 and 4.

ADMINISTRATORS agree, in a national survey, that the most effective ways to improve students' academic performance are to increase daily attendance, sharpen study skills, and require more core courses. Many say they have already taken such steps.

Story on Page 5.

BUSINESS LEADERS concerned about one of the nation's "most important but often neglected" resources—gifted and talented students—are mounting a national effort to provide programs for them.



Story on Page 6.

EDUCATION WEEK

American Education's Newspaper of Record Volume II, Number 33 · May 11, 1983

© 1983 Editorial Projects in Education

Studies Urge Renewal of Public-Education System

Federal Leadership Must 'Inspire, Guide' Improvement Effort

By Alex Heard

If the "threatened disaster" to the national welfare posed by a school system whose performance "falls far short of expectations" is to be averted, the federal government must assume a role of strong leadership that guides and inspires states and communities without impeding local control of education, according to the report of an independent task force on federal education policy.

"... Even though state and local government should continue to bear the major responsibility for the provision of educational services," the report states, "it is increasingly important that the federal government emphasize the pressing need for a high-quality system of education open to all Americans, regardless of race or economic position."

The report, which was released in New York City last Thursday, was sponsored by The Twentieth Century Fund, an independent research foundation which conducts policy studies of economic, political, and social issues.

For excerpts of the report, see page 14.

Participants in the 12-member panel, a diverse group of well-known scholars and educators who had spent a year and a half on the report, last week said they themselves were surprised that they had reached a general consensus on the importance of a strong and fiscally supported federal role in education.

Among the report's several specific recommendations are proposals for a federally sponsored master-teachers program and the redistribution of bilingual-education funds to programs that concentrate on teaching students to write, read, and speak English.

The report—like the recently released report of the National Commission on Excellence in Education—contains a dark assessment of the state of American public schooling, along with the message that the situation can only be changed through a new national commitment to education.

"The task force believes that the schools must make a concerted effort to improve their performance and that there is a clear

Continued on Page 15

Schools, Businesses Should Be 'Partners' In Economic Push

By Ann Green
Special to Education Week

RESEARCH TRIANGLE PARK, N.C.—America's public schools are failing to adequately prepare students for the demands of a competitive, technology-based economy, a task force of 41 elected officials, corporate and labor leaders, and educators concluded in a report released last week.

"We have expected too little of our schools over the past two decades—and we have gotten too little. The result is that our schools are not doing an adequate job of educating for today's requirements in the workplace, much less tomorrow's," concludes the report of the National Task Force on Education for Economic Growth.

The task force, which was created by the Education Commission of the States (E.C.S.), a consortium of state political and education officials, was chaired by Gov. James B. Hunt of North Carolina. The group met last week in Raleigh, North Carolina's capital, and approved the substance of the report, which is to be released in final form next month.

Gov. James B. Hunt Jr.

The tone of the document echoes that of the report of the National Commission on Excellence in Education, the federally sponsored panel that warned late last month of a "rising tide of mediocrity" in American education.

The E.C.S. task force, noting that its members held "a conviction that a real emergency is upon us" due to international competition, called for "deep and lasting change" in the schools.

The report included the following recommendations:

- Governors and state education leaders should develop an "action plan" for improving education in kindergarten through grade 12.
- Educators must make "better use of existing resources," because "no consensus for increased investment in education can be built unless citizens are convinced that the schools are sufficiently productive."
- Schools and business leaders should develop "partnerships" to advance school improvement.
- State officials should "drastically overhaul" their procedures for recruiting, training, and paying teachers; innovations should include merit pay.
- The practice of granting lifetime tenure to educators should be "examined and changed, where necessary, to insure more effective teaching in the public schools."
- State legislators should lengthen the school day and the school year.
- School officials should set "firm, explicit and demanding" requirements in discipline, attendance, homework, and grades. Social promotion should be eliminated.
- Principals should concentrate on improving instruction in the classroom and be freed from some of their administrative responsibilities.
- Each state should look for ways to reduce absenteeism and its dropout rate.

Continued on Page 17

Florida's Minimum-Competency Test Ruled Constitutional

Precedent-Setting Decision Affects 3,100 Students

By Barry Klein
Special to Education Week

Peggy Caldwell contributed to this report.

TAMPA, FLA.—The state of Florida can legally withhold high-school diplomas from students who cannot pass a functional-literacy test, a federal district judge ruled last week in a decision that is expected to have national impact.

In Florida, Judge George C. Carr's decision means that as many as 3,100 seniors—about two-thirds of whom are black—will not receive diplomas this year. Instead, they will receive "certificates of completion" that indicate only that they have completed 12 years of public schooling.

In issuing his 30-page decision on Wednesday, Judge Carr said the black plaintiffs had failed to prove that they did not have an adequate opportunity to learn the mathematics and communications skills tested on the state-developed examination, known as S.S.A.T.-II.

He also acknowledged that the schools remain scarred by the state's history of segregation, but that this year's black seniors, who have attended integrated schools since 1st grade, have had equal educational opportunities "in the constitutional sense." Judge Carr had been ordered by a federal appellate court to consider those issues.

Proficiency Testing for Pupils

The case, *Debra P.* v. *Turlington*, has been closely watched by educators nationwide since it was filed four years ago. Thirty-eight states have adopted some form of proficiency testing for pupils, according to the Education Commission of the States (E.C.S.), and laws in 20 of those states provide for diploma sanctions, either statewide or as a local option.

Some states, however, have delayed putting the diploma sanctions into effect because of uncertainty over legal issues of the sort raised in *Debra P.*

"Not having read the decision, I would say that the case is far from over," said Christiane H. Citron, senior attorney at E.C.S., who writes and lectures on legal issues raised by competency testing.

"These are important issues of the first impression that have never been ruled on before," she said. "The student minimum-competency-testing movement is here to stay, and no state has repealed its testing program.... The courts are saying that this is a legitimate educational tool for states or districts to use. This decision appears to say that. There are legal pitfalls, but they are problems that can be addressed."

She added that states and districts that have such diploma sanctions should, as Florida does, award "certificates of completion" to students who fail the tests but complete all other graduation requirements. "It is my legal opinion that they should get something," she said.

Steve Hanlon, a Tampa lawyer on the legal team representing the group of black Hillsborough County students who challenged the constitutionality of the basic-skills examination in 1979, said he will appeal the decision. "We profoundly disagree with Judge Carr's decision and we will appeal," Mr. Hanlon said. He said statistics clearly show that Florida's long history of segregated schools has left "vestiges" that

Continued on Page 17

THE WEEK

A SUMMARY OF NEWS AND EVENTS

IN SUMMARY

A Key Court Ruling in Seattle . . .
Adequate funds for schools must be provided under the state constitution, rules the judge in a major finance suit. **Story on Page 4.**

. . . and Another in California
In a landmark school-finance case, a Los Angeles judge has upheld the state's claim that its funding program is equitable. **Story on Page 4.**

Spurring Student Achievement
Administrators agree that improved attendance and study skills and more required courses bolster student performance. **Story on Page 5.**

Providing an Extra Challenge
A consortium of business leaders is undertaking a national effort to build support for gifted and talented students. **Story on Page 6.**

A Casualty of Fiscal Retrenchment
Supporters of the arts gather to map out strategies to secure a central position for the arts in schools. **Story on Page 6.**

Life in the Suburbs
Black students attending primarily white schools face problems of social and academic adjustment, experts agree. **Story on Page 8.**

Defining Legal Residence
The U. S. Supreme Court has ruled that a Texas district may charge tuition for students who are not residents. **Story on Page 9.**

'Fighting Discrimination With Discrimination'
The Administration's chief civil-rights officer attacks affirmative action and court-ordered busing for desegregation. **Story on Page 9.**

Spreading the Responsibility
A Senate bill could spread liability for athletic injuries, which now rests most often with equipment manufacturers. **Story on Page 10.**

The Debate on School Prayer Continues
A Senate subcommitee hears testimony on the Administration's proposed constitutional amendment. **Story on Page 11.**

Associations Column	8	Legislative Report	10
Commentary	18 and 24	Letters	19
Computers Column	17	Marketplace	23
Databank	12 and 13	New Bills	11
Deadlines	20	New in Print	19
Events	20	Schools: What Works	16
For the Record	10	Washington News	9

EDUCATION WEEK (ISSN 0277-4232) is published 42 times per year (weekly except for the first week in January, the last week in June, the month of July, the first two weeks in August, the last week in November, and the last week in December) by Editorial Projects in Education, Incorporated. Editorial and Advertising Sales Offices located at 1333 New Hampshire Avenue, N.W., Suite 560, Washington, D.C. 20036. (202) 466-5190. Subscriptions: U.S. and Canada: $39.94 for 42 issues. Foreign: $85.94 (airmail) and $56.44 (surface mail) for 42 issues. Application to mail at second-class postage rates is pending at Washington, D.C. and at additional mailing offices. **POSTMASTER:** Send address changes to EDUCATION WEEK, P.O. Box 1939, Marion, Ohio 43305. Volume II, Issue 33.

Main Editorial and Business Offices
Suite 560, 1333 New Hampshire Avenue, N.W.
Washington, D.C. 20036
(202) 466-5190

Midwestern Editorial Office
451 The Arcade
Cleveland, Ohio 44114
(216) 241-7330

EDITOR
Ronald A. Wolk

EXECUTIVE EDITOR
Martha K. Matzke

ASSISTANT EDITORS
Susan Walton, Eileen White

COMMENTARY EDITOR
Thomas Toch

STAFF WRITERS
Hope Aldrich, Charlie Euchner, Susan Foster, Alex Heard, Tom Mirga, Sheppard Ranbeen, Thomas Toch

MIDWESTERN BUREAU
Peggy Caldwell

ASSISTANT COMMENTARY EDITOR & SYSTEMS MANAGER
Anne Bridgman

EVENTS EDITOR & COPY EDITOR
Tricia Furniss

ART DIRECTOR
Beth L. Schlenoff

ASSISTANT ART DIRECTOR
Ann Rickerich

EDITORIAL ASSISTANTS
Wendy McCarren, Ann Rickerich

CIRCULATION MANAGER
Rhonda J. Sacher

ASSISTANT TO PUBLISHER
Jeff Ranbeen

BOOKKEEPER
Lorna Green

PRODUCTION ASSISTANT
Libby Hatch

INTERN
Monique Hughes

DISPLAY ADVERTISING

East Coast and Midwest
Director
Leslie K. Hubbard
Assistant Director
Frances Gibel
Suite 560
1333 New Hampshire Avenue, N.W.
Washington, D.C. 20036
202/466-5190

ADVERTISING SALES REPRESENTATIVE

West Coast, Oklahoma, and Texas
Joe Shore
1507 Bonnie Doone Terrace
Corona del Mar, California 92625
714/640-5660

Grants to help establish *Education Week* have been made by the following philanthropic foundations: Atlantic Richfield Foundation, Mary Reynolds Babcock Foundation, Carnegie Corporation of New York, Cleveland Foundation, Danver Foundation, Geraldine R. Dodge Foundation, E.I. du Pont de Nemours & Co., Exxon Education Foundation, Faye McBeath Foundation, Frost Foundation, George Gund Foundation, Hartford Foundation for Public Giving, Kettering Family Fund, Esther A. and Joseph Klingenstein Fund, Lilly Endowment, William Penn Foundation, Permanent Charities Fund of Boston, Rhode Island Foundation, San Francisco Foundation, Shell Companies Foundation, The Tinker Foundation.

SUBSCRIPTION RATES IN U.S. AND CANADA

One year (42 issues) . $39.94. Outside the U. S. and Canada . $56.44 per year for surface mail and $85.94 per year for airmail. Send subscription correspondence to: Education Week, P.O. Box 1939, Marion, Ohio 43306.

Back issues are available at $1.71 each (including 71¢ for first class postage). Send order to: Back Issues, Education Week, Suite 560, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036.

Subscriptions and Changes of Address
Post Office Box 1939
Marion, Ohio 43305

FEDERAL

House Panel Passes Bill To Aid Schools In Desegregation

A House education subcommittee gave its approval last week to a bill that would provide school districts with up to $117.9 million in school-desegregation aid next year.

The bill, H R 2207, seeks the reauthorization of the Emergency School Aid Act, which was folded into the education block-grants program by the Congress in 1981. An identical bill has been introduced in the Senate by Daniel P. Moynihan, Democrat of New York, but no hearings had been scheduled on the measure as of last week.

The House bill, sponsored by Representative Dale E. Kildee, Democrat of Michigan, now moves to the chamber's Committee on Education and Labor.

STATES

Wyoming To Create Its Own Commission To Study Schools

In response to the criticism of public education made by the National Commission on Excellence in Education in its recently released report, Wyoming will establish a blue-ribbon panel of its own to assess the quality and goals of education in its schools.

Lynn Simons, Wyoming superintendent of public instruction, last week said she will appoint a panel of educators, bankers, businessmen, and high-school students to assess what the state expects of education in the future, what schools are doing, and what schools want to accomplish.

The Wyoming blue-ribbon panel will also look at some areas that the national commission may have overlooked, according to Audrey M. Cotherman, deputy superintendent of public instruction.

These will include the role and status of extra-curricular activities, health and physical education, and vocational education.

The state commission will hold its first meeting in June. Ms. Cotherman expects the group's first report to be released to the state board of education by Oct. 1984, with recommendations to be presented to the state legislature sometime in the summer of 1985.

Wisconsin Outlines Academic Material Needed for College

Students who are interested in going to college should have four years of preparation in English, three in mathematics, science, and social studies, and two in a foreign language, according to the recommendations of a 16-member council in Wisconsin.

The Joint Council on College Preparation was appointed by State Superintendent of Public Instruction Herbert J. Grover and Robert M. O'Neil, president of the University of Wisconsin, to determine what academic preparation is needed to ensure that students will be successful in college.

The report states that additional skills "which make college studies easier and enjoyable are the use of a computer language, basic typing skill, and some experience with the visual and performing arts."

The council's report, *Preparation for College*, notes that "the surest and most systematic way to acquire the competencies needed for success in college is to take a sound course of academic studies in high school."

The report will be sent to guidance counselors, parents, and students throughout the state. Parents of all eighth-grade pupils will receive a press release listing the council's recommendations as well as a letter signed by Mr. Grover and Mr. O'Neil stressing the importance of strong academic preparation.

Report Recommends Changes in Illinois Teaching Profession

Salaries should be raised for all public-school teachers and special financial aid offered to lure some into academic areas where there are shortages, the staff of the Illinois State Board of Education has recommended.

The staff study of teacher preparation and performance, now under review by the board's policy and planning committee, says little is being done in Illinois "to attract academically able students, particularly minority students, into [teacher] preparation programs." And it contends that teacher-training institutions have not "demanded excellence in both the academic and practical performance of candidates through establishing rigorous requirements for admission to and retention in preparation programs."

The study says that the assistance of school boards and school-administrators' organizations should be sought in recruiting minority teachers and minority and female administrators. A statewide committee should examine problems associated with supervising extra-curricular activity and make recommendations to the board, the study suggests.

It also urges toughening standards in teacher-education programs by 1985. And the staff suggests stricter evaluation techniques for teachers and a series of proposals to upgrade staff development, inservice training, and certification requirements.

The report also recommends legislation to entice business and industry to help support instructional and professional-development efforts.

Paddling Returned To W.Va. Schools

Principals or their designated representatives will again be able to paddle students in West Virginia under a law recently signed by Gov. John D. Rockefeller IV.

The new law, which goes into effect next fall, will allow school officials to spank a student on the buttocks with a hand or a paddle. It calls for paddling to be used only as last resort and must be administered "without anger, malice, or a wanton use of force."

In addition, the severity of the spanking must be "suitable to a pupil's age and mental and physical conditions and [must be] applied without discrimination."

Also, parents must be notified of an intended spanking at least 12 hours before it takes place; the punishment must be conducted in the presence of another school official; a report documenting the incident must be placed in the school's files within 24 hours of the punishment; and parents must be notified of the incident within three days. In all, there are some 15 rules and exceptions to the punishment procedure.

Corporal punishment was prohibited in West Virginia schools this school year after the state's Supreme Court last June ruled the punishment unconstitutional because the state lacked a law providing for it.

New York State Seeks Materials On Holocaust Period

The New York State Department of Education has awarded a $50,000 grant to the Albany Jewish Federation to develop educational programs about the Holocaust.

Commissioner Gordon M. Ambach, in announcing the grant recently, said an increased emphasis on the study of the Holocaust was "appropriate" because this year marks the 50th anniversary of the Nazi rise to power in Germany.

The federation this year will devise a plan for the education of teachers and students, create a bibliography of audio-visual materials and books, develop a proposal for a permanent museum display, and develop the theme for a traveling exhibit on the Holocaust.

The department is now conducting field tests of a teachers' guide on the period.

High-Tech High Created For Students In San Antonio

A new high-technology high-